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Non-Formal Education and Technical Capacity-Building and Self-Reliance Development among Youth in Ogun State, Nigeria

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Abstract
The paper examined the relevance of non-formal education technical capacity building on self-reliance development among youth in Ogun State, Nigeria. The descriptive survey research method was adopted for the study. From a population of over 2000 target youth, sample sizes of 898 were selected through the stratified random sampling technique. A self-structured questionnaire tagged "Technical Capacity Building and Self-Reliance Development Scale" (TCBBSRDS), with r = .74 was used for data collection. Data were analysed using descriptive and inferential statistical methods. Results showed that non-formal education enhances youth technical capacity in trade, craft, fabrication, and many other employments fit life skills. There was a significant impact of the technical capacity-building of non-formal education programmes on self-reliance development among the youth $F_{(11,886)}$=312.426: $p<0.05$). Relatively, non-formal education technical-capacity building enhanced youth ability to work together, take on independent responsibilities, confront local challenges, build cultural movement, and other variants of self-reliance development.
It was concluded that non-formal education has positive influence in promoting life skills among youth for self-reliance development.
Keywords: Self-Reliance; Non-formal Education; Technical-Capacity-Building; Life Skills; Youth.

Introduction

It is observed that the non-formal sector contributes significantly to the socio economic development of most economies of the world. Thus, there is an improved investment in that sector through the private sector initiative since it has the potential of generating self-reliance development and reduction in over-dependency on the formal sector. Infact, Amedzro (2005) noted one of the defects of the formal sector when he asserted that, the formal sector has been the main contributing factor to the rising rate of youth unemployment in the developing countries. Other defects include, absence of employable skills, increased in rural-urban migration, high rate of crime, and other associated social problems which render an economy unproductive.
The non-formal sector grows very fast because it has the capacity to absorb a large number of youth with or without any entry qualification requirements for trainees. In another way, the medium of communication, according to Opoku-Amin (2005) in executing training is mostly in local languages. Besides, the non-formal sector is mostly supported by non-governmental organisations (NGOs) which focus training on programmes in health, agriculture, food, shelter and literacy. Korten (1990) cited in Manuel (2001) noted some activities of NGOs as second generation NGOs that are more sensitive in the areas of agriculture, reproductive health, and small scale industrial development. Thus, there are many vocational and technical institutions operated by private sectors and non-governmental organizations. The focus of the operators in such sector is on the post-basic education, second cycle level, who admits the 'push-outs' or the 'early leavers' from the formal system.
The application of technical capacity building for skills development has been recognized as the hub or a key factor in industrial development of many countries.
The concept of technical-capacity-building otherwise describes training in skills needed for a particular job or profession. It is mainly designed to lead participants to acquire the practical skills to be self-engaged and self reliance (Opoku-Anin; 2007; Akintayo and Oghenekohwo, 2004), know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades (Actthoarena, 2002). In this respect, the question of idleness in life of nearly all people is answered by their application of technical skills through training, experiences and usages.
Technical-capacity buildings are then seen as skill diversified enterprise, which is acquired by the recipient to exist and have human dignity. Corson (1990) and Gaude (1994) affirm that vocationalism (technicalism) is an indispensable inheritance. Such training encompasses technical, managerial, entrepreneurial, and other useful skills. It is estimated that nearly ninety percent of all basic training for skill acquisition takes place in the non-formal sector of developing economies (Acthoarena, 2002) as characterized by:

- Technical training, customer services and work attitudes integration;
- Absence of curriculum, as what is taught depends on what is actually produced;
- A close link between technical skill acquired and real production;

- No common competence-assessment procedures, and
- No one single government ministry or parastatal has responsibility for it among others.

These characteristics are also closely linked with andragogical principles that provide basis for technical capacity building in the non-formal sector. The principles include

(i) That the learners need to know how learning will be conducted, when learning will occur and why learning is valuable or important (Knowles, 1998);

(ii) Self-directed learning is basic which involves two relatively independent perspectives of self-direction:

- Self-teaching, whereby learners are capable of taking control of the mechanics; and
- Techniques of teaching themselves in particular subject field of capacity building (Brookfield, 1986; Candy, 1991) as noted in Knowles (1998).
- Prior experience of the learner which impact on the skill acquisition process through the provision of rich resources, creating biases that can inhibit or shape new learning, and providing grounding for youth's self-identify;
- Readiness to learn based on their existing interests as mediated by experience; and
- Motivations to learn as evident in youth who are more motivated towards learning that help them solve social and economic problems or results in internal payoffs.

The youth are hence motivated to attain skills that will guarantee self-reliance and individual empowerment drive through the capacity achieved.

Statement of the Problem

Over the years, it has been difficult if not out rightly impossible to empirically measure the impact of non-formal education technical capacity building on self-reliance development of youth in the state. Yet, there exist a growing demand for higher investment in non-formal education technical capacity building for youth self-reliance drive. This study therefore examined the relevance of technical capacity building through non-formal education on youth self-reliance development.

Objectives of the Study

Among other things, the study sought to:

(i) Establish the impact of non-formal education technical capacity building on youth self-reliance development; and

(ii) Find out the relative contribution of non-formal education technical capacity building on youth self-reliance development.

Research Questions

The following two research questions were raised.

(i) Is there any significant impact of technical capacity building programmes of non-formal education on youth self-reliance development?

(ii) What are the relative contributions of technical capacity building of non-formal education on youth self-reliance development?

Methodology

The descriptive survey research design was adopted for this study. The sample consisted of 889 youths selected through the stratified random sampling technique from the population of all the trainees in the non-formal education programmes centres in Ogun States, Nigeria. In Ogun State, there were six centres where technical capacity building programmes were located namely: Abigi Waterside, Yewa South, Imeko, Abeokuta, Odeda and Ijebu-Ode. The age of participants ranged from 9-20 years. The mean age and standard deviation of the participants were 17.8 and 1.85 years respectively.

All 11-items questionnaires were constructed by the researcher for the collection of data for the study. The instrument was tagged: ***"Technical Capacity Building and Self-reliance Development Scale"***. The scale was measured along 4-point Likert Scaling model with options between 1 = "strongly disagree" to 4 = "strongly agree". A pilot study was conducted on a sample of 125 respondents randomly selected from two technical skills acquisition programmes centres outside the area covered. An internal consistency coefficient index of .765 was reported while split half reliability index of .744 was also recorded.

The data obtained from the instrument were analysed using descriptive statistics of frequency counts and percentages, and inferential statistics of multiple regression and analysis of variance used at 0.05 level of significance.

Results and Discussion

Research Question One

Is there any significant impact of technical capacity building programmes of non-formal education on youth self-reliance development?

Table 1: Multiple Regression Analysis of Impact of Technical Capacity Building Programmes of Non-formal Education on Youth Self-reliance Development.

Sources of Variation	*Sum of Squares*	*df*	*Mean square*	*F*	*Sig.*
Regression Residual	17959.860	11	1632.715	312.426	.000(a)
Total	4630.163	886	5.226		
	22590.022	**897**			

R = .892
R^2 = .795
R^2 (adj) = .792

The result in Table 1 show that there is a significant impact of technical capacity building programmes of not-formal education on youth self-reliance development ($F_{(11,886)}$ = 231.462; p <0.05). The results, therefore, indicated that technical capacity building programmes of non-formal education accounted for 79.2% of the variant of youth self-reliance development.

This result corroborated the studies of Fadeyi (1985); Daillo (1995): Saley (1995): Adebola (1997), and Iyunade (2000), which all affirmed the relationship between capacity building programmes of vocational education and youth empowerment for self-reliance. Aliyu (1998) also concluded that, various capacity building programmes of non-formal education types are very potent in assisting youth to be fully empowered and get involved into the productive sector of the society.

Research Questions Two

What are the relative contributions of technical capacity building programme of non-formal education on youth self-reliance development?

Table 2: Relative Contribution of Technical Capacity Building Programmes of Non-Formal Education on Youth Self-Reliance Development.

Variables of Contribution	Unstandardized coefficients		Standardized Coefficients		
	B	Std. Error	βeta	t	Sig.
(Constant)	3.001	.604		4.996	.000
• Acquisition of technical skills has enabled me to get functional trade in the community.	.536	.126	0.72	4.247	.000
• Acquisition of skills provides opportunity to get employed and be employer of labour.	.299	.114	.047	2.614	.009
• Self-reliance is a benefit achievable from capacity building process of non-formal educational programmes.	.472	.115	.071	4.109	.000
• The availability of technical and basic skills training programme in the community has enabled me to get back into functional activity	.522	.101	.088	5.173	.000
• I feel accepted in my community now that I am fully engaged in a vocation through the skills that I have acquired.	1.831	.115	.278	15.942	.000
• Without the capacity building opportunities achieved through these programmes I would not have been able to provide for my needs	1.474	.097	.246	15.221	.000
• Skills acquisition programmes provide opportunity for more youth to own functional income generating vocation	1.673	.102	.277	16.448	.000
• Once I got basic skill, I now focus on important activities that can help my welfare.	1.467	.105	.242	13.981	.000

The results in table 2 above revealed that there is a significant relative contribution of the variables to the prediction of the impact of technical capacity building programmes of non-formal education on youth self-reliance development. The opportunity for skills acquisition was found to be the most potent contribution of technical capacity building programmes of non-formal education on youth self-reliance development (β=.277;p<.05). The acceptance by the community was the next potent contribution of technical capacity building programmes of non-formal education on youth self-reliance development (β=.278; p<.05). This is followed by the ability to focus on important activities that can help personal welfare (β = .242; p<.05). Getting back into functional activity was the next impact of technical capacity building programmes of non-formal education on youth self-reliance development (β.088; p < .05). Opportunity to get functional trade in the community was another relative contribution of technical capacity building programme of non-formal education (β=.072; p <.05). Development of self-reliance skills was another contribution (β=.071; p <.05) and getting employed and been an employer of labour (β = .047; p <. 05).

It is obvious that technical capacity building programme had significant relative contributions to the acquisition of self-reliance skills, opportunity for self-employment, among other self-reliance indices of youth engagements. It is on this basis that one can infer from the above findings that, the contributions of technical capacity building programmes of non-formal education are means of empowering youth by the creation of employable skills. The implication of the above result is that, non-formal education programmes are institutional and capacity driven (Okojie, 2000), which have direct bearing on the capacitating of the clientele in terms of skills utilization, adaptation and socio-economic self-reliance in the community.

Discussion

In general term and given the results obtained in this study, one is of the view that non-formal education is a component of adult education programmes which focuses on human resource development (HRD). This is informed by the understanding that, any learning activity especially those of the non-formal system that promotes the development of skills for functional purpose is part of human resources development.

However, the area of divergence is probably in the control of goals and purposes for which adult learning is employed, and individualized control. This informed the views of Cervero and Wislon (1994) that adult non-formal education literature has been "focused on technical, "how to," skills and not on "what for" and "for whom". The justification for technical capacity building for youth self-reliance development is that of engendering youth to be efficient in some activities by instruction and repeated practice as learning is acquiring knowledge of or skill in by study, instruction, practice or experience.

Conclusion

Conclusively, Davies (1991) itemizes a catalogue of business types that are carried out in Sierra Leone in the informal sector. These are carpentry, repair of electrical appliances, motor mechanics, radio repairs, sculpturing, tailoring/seam stressing, welding and metal works and foundry. Bennel (1991) was of the view that such trades and many others are prevalent in the non-formal sector of which Africa in general is typically homogenous in terms of practices. It is therefore true that much as these trade exist and the opportunity to learn and acquire the skills remain, youth must be fully mobilized through adequate information, motivation and control in order to achieve the best through the technical capacity building process.

The study, has once again justified the need to promote the non-formal education sector through investment and institution of workable environment that ensure full utilization of potentials among youth. This will ensure their self reliance development and full participation on productive activities in their respective communities.

Recommendations

The following recommendations were made based on the findings:

(i) Most of the agencies providing the technical capacity building programmes needs to be financially assisted by government;

(ii) Youth who have benefited from the capacity building programmes should be assisted by the small and medium scale enterprise development agency to enable them have the requisite assests or equipment to function;

(iii) Youth organizations must be supported to obtain information about what skills are available to be developed and the marketability of such skills after training; and

(iv) Youth must also develop in themselves the self-worth, dignity and spirit of self-directed or reliance development so that they can be responsible to themselves and their communities after capacity building.

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